THE EFFECT OF *"RICH MEDIA-GUIDED WRITING STRATEGY"* ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

This research aims at investigating the effect of rich media guided writing strategy on the students' achievement in writing descriptive text. It was conducted by using experimental research design. The Population of this research was the tenth (X) grade students of SMA Negeri 1 Dolok Merawan. There were two classes as the sample. The first class (X MIA 1), the experimental group consisted of 20 students, and the second class (X IS 1), the control group consisted of 20 students. The experimental group was taught by using rich media-guided writing strategy while control group was taught by using pen and paper-guided writing strategy. The instrument for collecting the data was writing test. The data were analyzed by using t-test formula. The analysis showed that the score of students in the experimental group by using rich media guided writing strategy was higher than the score of students in the control group by using pen and paper guided writing strategy, at the level of significance (α) 0.05 with the degree of freedom (df) 38, the t-observed was 2,818 while the t-table was 2,024. Therefore, the application of rich media guided writing strategy significantly affected the students' achievement in writing descriptive text.

Keywords: Rich Media-Guided Writing Strategy, Writing Descriptive Text.

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INTRODUCTION

Background of the Study

Writing is one of an important activity to communicate. People who live in different places really need writing to communicate each other.

According to Graham et al (2007:2) writing is important in helping people to communicate with other people especially for some people in distance.

Based on the curriculum of Junior High School (KTSP:2006), students are expected to be able to write paragraphs of description, recount, narrative, procedure and etc. The researcher focuses on students' ability in writing narrative text.

Based on researcher's experience observation on teaching training, she found that students' writing on descriptive text need to be aware because it was a serious problem. First, the students found themselves hard to decide what story will be written. They failed to arrange the structure of their story because they did not understand the generic structure of it. Second, they still had problem with their grammar ability.

Based on writer's observation in SMA Negeri 1 Dolok Merawan, the English teacher of the Tenth Grade said that the students found it difficult to write a text, especially the descriptive text. Most of them were not able to express their ideas in writing, especially to write what has been described. The students also had problem with their grammatical aspects of writing so that their sentence structure is disorganized. Below is the list of students' scores of MIA-1 class.

Table 1.1 The Percentage of Students' Writing Descriptive Text Score in Grade MIA1

Semester	Score	Students	Percentage
1st Semesters 2015/2016	< 75	18	51.43
	≥ 75	17	48.57
2nd Semesters 2015/2016	< 75	22	62.86
	≥ 75	13	37.14

(Source: SMA Negeri 1 Dolok Merawan)

The table shows that percentage of students' writing score was still low. Almost 60% students got writing score under the Minimum Criteria Mastery or KKM (Kriteria Ketuntasan Minimal). The KKM applied by the school for is 75.

Based on the description above, she found that many students did not pass the Minimum Criteria Mastery. This situation can happen because of some reasons either from teacher or students. The use of inappropriate and unattractive teaching strategy that had been applied could significantly influence teaching and learning process. In addition, teaching learning process could be affected by the lack of students' motivation to study. If the process of teaching and learning are boring and monotonous, the students will have no interest in studying and will cause a bad result (Sharon: 2003).

This problem can be solved by implementing new strategy in teaching and learning process. A strategy which is more attractive and can motivate student to study. Rich meia-guided writing strategy helps the students to create their story and this strategy is also interesting for students because the students can find out any ideas from the pictures shown to them. By using this strategy, students are hoped to be more motivated to improve their ability in writing.

It has been proved that rich media-guided writing strategy is a beneficial teaching strategy based on the references found by the researcher. Moreover, rich media-guided writing strategy can help students to motivate them in writing.As Brown (2001) states Guided writing loosens the teacher's control but still offers a series of stimulators, for example, by asking students a series of questions.

There have been several researches that have ever been conducted through guided writing strategy showed effect of the students score. One research was conducted by Dyan (2010). This research has purpose to know whether students' understanding of descriptive text could be improved by using guided writing strategy or not. The result of the study showed that the students can improve their understanding of descriptive text through guided writing strategy.

It is also supported by Handayani (2013) who proved that the students' score in writing text had a good improvement by using guided writing strategy and she found out that by using guided writing strategy students' motivation in writing competency was raising. Moreover, Calp (2015) found that the scores of the students' composition created using free writing technique were lower compared to those created by guided writing strategy.

By considering the explanation above, the researcher conducted a research to find out the effect of rich media-guided writing strategy will affect students' achievement in writing descriptive text.

Research Question

In line with the background of the study, the problem of the study is: " Does the application of RM-GWS significantly affect on students' writing in descriptive text? "

REVIEW OF LITERATURE

Writing

Generally, writing is a way in sending message from the writer to the reader. Writing also is a way the writer think or a way of thinking which is shared to the reader.

Siahaan (2008:2) states that writing is the productive language skill. It is the skill of a writer to communicate information to a reader or group of readers. A writer's skill is also realized by his or her ability to apply the rules of the language he/she is writing to transfer the information in their mind to the readers effectively.

Brown (2002:35) states that writing are concerned with the final product of writing like essay, the report, the story and what the products which should look like but now the students as the creators of language were allowed to focus on the content and the message and their own individual intrinsic motives were put at the center of learning that is the process approach to writing in the approach process help students to build repertories of strategies for prewriting, drafting, and rewriting.

Descriptive Text

Pardiyono (2007:34) states that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. From the previous definition, it can be maintained that

descriptive paragraph is a paragraph that describes a particular person, place or event in great deal.

Descriptive writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

Pardiyono (2007:34) clarifies that descriptive text has three parts they are (1) communicative purpose, that is to describe an object (human and non-human). (2) rhetorical structure which consist of (a) identification, that is the statement that consist of one topic to be describe, and (b) description, which consists of the details description about the object that is identified in identification. (3) Grammatical pattern that is in descriptive text commonly uses declarative sentence and present tense.

The generic structures of descriptive text are: (1) identification (identifies the phenomenon to be described), (2) description (describes parts, qualities, characteristics).

Guided Writing Strategy

Ontario (2005 : 66) states that guided writing is a strategy that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing.

Tyner (2004) says that guided writing is an instructional writing context chiefly teaching the writing process through modelling, support and practice. Brown (1994: 328), stated that "Guided writing loosens the teacher's control but

still offers a series of stimulators, for example, by asking students a series of questions".

Rich Media-Guided Writing Strategy

Rich Media Guided Writing Strategy is a strategy that used multimedia technology to convey a rich media message while the teaching-learning process is being held (Yu-Feng LAN, 2011). RM-GWS is mainly used to convey a rich media message. The main advantage of rich media learning experiences for the students includes the potential to provide better simulations of real-life contexts for connecting their experiences to more deeply enhance conceptual thinking for writing.

Teaching Writing Through of Rich Media-Guided Writing Strategy

In writing, there are several strategies that are commonly used to increase student ability in descriptive. Here, the researcher is interested in using rich media-guided writing strategy for teaching writing. Here is the scenario :

Table 2. The Scenario of Teaching

Session	Activities
Opening	1. Teacher greeted student 2. teacher cheeked the students' attendance 3. Teacher gave motivation to the students and explained the objective of the study that will be achieved by the students from the learning process.
Main Activity	1. Teacher explained the students about the definition of descriptive text. Then, elaborated its generic structure and grammatical features. 2. Teacher provided an example of a famous place in Indonesia as a model paragraph. 3. Teacher started to introduce about rich media-guided writing strategy. 4. Teacher told the function of the study process.

	5. After the explanation, then teacher asked them to watch a video and the pictures of Lake Toba that had benn shown by the teacher.
	6. Teacher asked them to make a list of vocabularies that they had found from the video and the pictures.
	7. Then, teacher asked students to come in front of the class and shows their writing.
Closing	Teacher made a conclusion and gave feed back

RESEARCH METHOD AND DISCUSSION

Research Design

This research was conducted in an experimental research design. The research was conducted to investigate the effect of rich media-guided writing strategy on students' achievement in writing descriptive text. There were two groups used in conducting this research namely experimental and control. The experimental group received treatment by applying rich media-guided writing strategy and the control group by using pen and paper-guided writing strategy. The design of this research could be seen as the following:

Table 3 True Experimental Design

Group	Pre – test	Independent Variable	Post - test
E	Y_1	X	Y_2
C	Y_1	-	Y_2

(source: Donald Ary, 2002:308)

In which:

Y_1E = Pre-test of experimental group
Y_2E = Post-test of experimental group
X = Treatment
Y_1C = Pre-test of control group
Y_2C = Post-test of control group

The population of this research was taken from the tenth grade students of

SMA Negeri 1 Dolok Merawan. The sample consisted of two classes (X MIA 1 as

the experimental group and X MIA 2 as control group) that were taken by using cluster sampling. It represented the entire population which consisted of 30 students. Then, the sample of this research was selected randomly by taking 20 students for experimental and control classes through Two-Stage Cluster Sample by the lottery method.

The researcher used writing test as the instrument of collecting data and it was administered to both experimental and control groups. The writing test contained some instructions for guiding students to make a descriptive text. The writing test was given in order to find out the score of experimental and control group and to see whether the students' writing ability after being taught by rich media-guided writing strategy in experimental group was different significance.

Analysis and Findings

Writing test was given to the students to obtain the data. The cumulative score of every students' writing from both experimental and control group is based on two aspects in scoring descriptive text: organization (identification and description) and vocabulary. After conducting the research, the researcher got the data of students' scores in pre-test and post-test from both experimental and control group. The data were needed for hypothesis testing. Here are the data:

Table 4. The Result of Pre-Test and Post-Test in Experimental Group

No	Students' Initial Name	Score	
		Pre–Test	Post–Test
1	AP	38	63
2	BHS	50	63
3	DA	50	50
4	EYA	50	75
5	FLS	25	50
6	FRA	50	75

No	Students' Initial Name	Pre – Test	Post – Test
7	IS	50	63
8	JRS	25	63
9	KL	25	50
10	MA	38	63
11	NTWN	25	50
12	NH	63	75
13	PR	63	63
14	RBP	50	50
15	RG	63	88
16	RM	50	75
17	SA	50	63
18	SB	25	50
19	TY	63	88
20	WS	50	63
Total		**903**	**1280**
Mean		**45,35**	**64**

Table 5. The Result of Pre-Test and Post-Test in Control Group

No	Students' Initial Name	Score	
		Pre – Test	**Post – Test**
1	AM	25	38
2	ASW	50	88
3	ATS	25	50
4	AP	25	38
5	DAWR	38	50
6	DS	25	38
7	DR	50	75
8	DH	50	50
9	DIV	38	50
10	FRS	25	50
11	IWY	50	50
12	JS	50	75
13	JMP	25	50
14	LRT	38	38
15	PPS	50	50
16	PN	50	50
17	RDS	25	50
18	RWD	50	75
19	SWS	25	75
20	WW	50	75
Total		**885**	**1115**
Mean		**44,25**	**55,75**

From the data, it was found that the mean score of the students in pre-test experimental group was 45,35, while the mean score of the students in pre-test control group was 44,25. The mean score of the students in post test experimental group was 64 , while the mean score of the students in post test control group was 55,75.

The total score of the students in experimental group was 903 for pre-test and 1280 for post-test, while the total score of the students in control group was 885 for pre-test and 1115 for post-test .

The hypothesis aimed to know whether the null hypothesis was accepted or rejected. Because the value t_o (0,189) exceeded the value of t-table (2.024) with $\alpha = 0.05$ and df = 38, the null hypothesis (Ho) had been rejected). Thus, the formulated hypothesis,"Students' achievement taught by using rich media-guided writing strategy is higher than that taught by using pen and paper-guided writing strategy" is not true in this research.

The result of this research showed that there was no a difference of output of both groups. Based on statistic calculation, the mean of experimental group and control group was almost the same. Based on theoritical and statistical findings, the researcher concludes that there is no significant effect of Rich Media-Guided Writing Strategy on students' achievement in writing descriptive text.

Discussion

There was no a significant difference on students ' achievement in writing descriptive text between experimental and control group. The students that were taught by using Rich Media-Guided Writing Strategy only had a little higher

scores than the students that were taught by Pen and Paper-Guided Writing Strategy.

There are some reason why this research can not get significant effect by using RM-GWS. The first is, most of the students still lack of vocabulary. As we know that vocabulary is one of the most important thing that we need when we want to write. So, when the teacher show students many pictures in front of the class, but the students did not know any vocabulary that they can find in the picture then they would fail to write.

The second is when the teacher asked the students to write, the teacher showed all of the pictures to the students at once then asked the students to write. And the result is many students forget about the pictures that they had been seen because the teacher showed them altogether.

Based on the explanation, it can be conluded that the implementation of Rich Media Guided Writing strategy has no significant affect students' writing skill in writing descriptive text.

SUGGESTIONS

In the relation to the conclusion above, the researcher points out some suggestion as following. Vocabulary is one of the most influental aspect in writing. So from the experiment that had been done by the writer, the writer find out that giving the students vocabulary of the pictures that we were shown is very important. Second, in the next research, the writer hope that after the students have been showed one picture, then ask them to write what they think about the picture. So, give the students some time to make sentence from the first picture then go to others pictures.

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